



Department of Education

Performance Report

Performance Period January 2004-March 2004

Introduction

Throughout this period the Department of Education continued to monitor performance and review practices and procedures necessary to sustain system infrastructure and performance necessary to meet the needs of students requiring educational and mental health supports. A dynamic management process is used to assist in administrative decision-making that ensures the meaningful application of resources, fiscal and human, to achieve high levels of student achievement. This process relies on data collected through multiple means to provide current information on system infrastructure and performance. During this quarter, the Department continued to refine data collection and analysis processes down to the school level to improve system responsiveness and to provide a clearer picture of system performance.

This report covers the Second Quarter of School Year 2003-2004. It is the sixth quarter under the Felix Consent Decree “Sustainability Period.”¹

Infrastructure

The Comprehensive Student Support System (CSSS) continues to provide the requisite infrastructure for the provision of programs necessary to provide educational, social, and emotional supports and services to all students, affording them an opportunity to benefit from instructional programs designed to achieve program goals and standards. EDN150 allocations contain those resources, fiscal, human, material, procedural, and technological, important to the provision of appropriate supports and services to students within the Felix Class. The objective of EDN150 programs are to maintain a system of student supports so that any student requiring individualized support, temporary or longer term, has timely access to those supports and services requisite to meaningful achievement of academic goals.

The next segments of this section contains elements of the CSSS infrastructure determined to be essential to the functioning of a support system constituting an adequate system of care. During the course of the Felix Consent Decree, the Department routinely provided progress reports addressing the availability of qualified staff, funding, and an information management system (ISPED) as a means to provide information germane to assessing system capacity to provide a comprehensive student support system.

¹ This is the first of the five quarterly reports referred to in the Stipulation For Step-Down Plan and Termination of the Revised Consent Decree filed on April 16, 2004, in Felix, et al. v. Lingle, et al.; Civil No. 93-00367 DAE.

Population Characteristics

The Department provides educational supports and services within CSSS levels 4 and 5 to approximately 14.9% of the total student enrollment, 13.2% of the entire student enrollment is eligible for special education services. These special education services are documented in Individualized Education Plans (IEP) or Section 504 Modification Plans (MP). Students receiving educational services through the Individuals with Disabilities Education Act (IDEA) must first be determined to have a disability and, due to the disability, be in need of specialized instruction. Section 504 students: 1) must have a physical or mental impairment, which substantially limits one or more major life activities, or have a record of such impairment, or be regarded as having such impairment; and 2) be in need of modifications or supports to benefit from instruction. Of those students requiring CSSS supports in levels 4 and 5, 23,860 (88%) are IDEA eligible and 3,227 (12%) are eligible under Section 504.

Table 1 of this section delineates the numbers, relative percentage, and change from last report period by IDEA eligibility category. There was a net increase of 196 students eligible for and receiving IDEA services during this period. An increase of students from the first quarter through the second quarter is consistent with historical trends due to incoming and newly identified students. An increase of 319 students receiving special education and related services has occurred since December 2002, even though the actual overall enrollment from SY 02-03 to SY03-04 has decreased.

Table 1: Change in Number and Relative Percentage of Students Eligible for Special Education; 12/02 – 12/03

Disability	12/01/02		12/30/03		3/30/04	
	#	%	#	%	#	%
Mental Retardation	2,155	9.26	2,009	8.5	2,116	8.8
Hearing Impairment	436	1.87	317	1.3	321	1.3
Speech/language Impairment	1,699	7.29	1,449	6.1	1,408	5.9
Other Health Impairment	1,884	8.09	2,305	9.8	2,367	9.9
Specific Learning Disability	11,327	48.7	10,252	43.5	10,422	43.7
Deaf-Blindness	3	.001	6	.02	6	.02
Multiple Disabilities	382	1.64	389	1.6	389	1.6
Autism	646	2.77	788	3.3	825	3.4
Traumatic Brain Injury	80	.34	78	.3	79	.3
Developmental Delay	1,412	6.06	2,719	11.5	2,757	11.6
Visual Impairment	82	.35	77	.33	75	.3
Emotional Disturbance	3,011	12.9	2,943	12.5	2,920	12.2
Orthopedic Impairment	115	.49	112	.47	115	.48
TOTAL	23,277		23,596		23,860	

There was a slight increase in the number of students receiving educational supports and services while also requiring related services to address social, emotional, or behavioral needs in order to make meaningful progress on goals identified in their IEP or MP to approximately 27.8%. At the end of this report period, 81% (5,840) of those students were IDEA eligible while the remaining 19% were 504 eligible. Over 4.16% of the total student enrollment require educational and related services to address educational and social, emotional, or behavioral needs in the educational arena, while over 8.5% of the entire student enrollment received some type of SBBH supports during this quarter.

Services provided to these students fall in two broad categories: School Based Behavioral Health (SBBH) Services and services to students with Autism Spectrum Disorder (ASD). While the determination of need for and type of SBBH or ASD service necessary for any individual student to benefit from their educational plan is made by a team during the development of the plan, guidelines regarding the provision of these services are in the joint DOE and DOH Interagency Performance Standards and Practice Guidelines.

(134) The system must continue to hire and retain qualified teachers and other therapeutic personnel necessary to educate and serve children consistently

(Revised Felix consent Decree, July 1, 2000, page 20)

Qualified Staff

Qualified staff providing instructional and related services are the lynchpin of appropriate educational and related services for students with disabilities, for they are the ones with expertise and training in curriculum, instruction, and knowledge of the impact of the student's disability on the learning process. They, in conjunction with parents and others, develop and implement appropriate interventions designed to meet the unique needs of students.

The following staffing goals provide evidence that there are sufficient numbers of qualified teachers evenly distributed across the state to ensure timely access to specialized instruction for students and professional support to those providing educational and related services and supports to students with disabilities.

Infrastructure Goal #1: Qualified teachers will fill 90% of the special education teacher positions in classrooms.

The percent of qualified special education teachers provides an important measure of the overall availability of special education instructional knowledge available to support student achievement. Even with the increasing need for special education classroom teachers brought about by increased numbers of eligible students, the Department continues to meet this infrastructure goal.

At the end of this report period, there were 2,060 special education teaching positions. The 1,855.5 qualified special education teachers comprise (90.1%) of those teachers in special education classrooms. This is an increase of 69 qualified special education teachers over the same quarter last year and 81 since the beginning of the Felix Consent Decree "Sustainability Period."

	12/02	3/03	12/03	3/04
Allocated Positions	1,970.5	2,001	2,058	2,060
Filled Positions	1,924.5	1,947.5	2,017	2,024
Qualified Teachers	1,774.5	1,786.5	1,856	1,855.5
Percent Qualified Teachers	90.1%	89.3%	90.2%	90.1%

The Department continues to employ 141 teachers through the contract with Columbus, an increase of 10 over last quarter. As projected, this is a decrease from the 195 teachers contracted through Columbus last year.

Infrastructure Goal #2: 95% of the schools will have 75% or greater qualified teachers in special education classrooms.

A previous benchmark set forth the target of no school with less than 75% qualified teachers in the classroom. In order to meet this goal, schools requiring less than four (4) special education teacher positions, 28% (72) of the schools, would be required to have all (100%) of the placed special education teachers qualified. Since September 2002, the goal has been revised to require that 95% of all schools will have 75% or greater qualified special education classroom teachers.

This measure provides information regarding the availability of special education knowledge and expertise to assist with day-to-day instructional and program decision making in support of special needs students. Meeting this goal is complicated due to the number of schools with few, two or less, full-time positions and half-time (0.5 FTE) positions. Nonetheless, the Department is within 2 schools of meeting this infrastructure goal.

The policy of targeted placement of qualified special education teachers in special education classrooms has helped to improve the percentage of schools with greater than 75% qualified teachers to 93.5% during this period. In September 2003 there were 18 schools with less than 75% qualified staff. This March 2003, there are 16. This is an improvement of six (6) schools over December 2002 but a decrease of one (1) school since last quarter.

	12/02	3/03	12/03	3/04
Number of schools with < 75%	22	21	15	16
Percent of schools with >75%	91.5%	92%	94.2%	93.5%

The decrease in the number of schools with less than 75% qualified staff over the past year illustrates the Department's ability to place qualified staff hired at the beginning of the school year, in schools where their knowledge and skills will provide the greatest benefit to students. Directives and monitoring of teacher contracts and filling of vacant positions for the upcoming school year by Personnel Resource Officers, PROs, has positively impacted this infrastructure goal.

Infrastructure Goal #3: 85% of the complexes will have 85% or greater qualified teachers in special education classrooms.

This measure helps illustrate the distribution of special education instructional expertise throughout the state. There is no previous court benchmark targeting staffing at the complex level. However, the prevalence of qualified staff throughout a complex is an indicator of the degree of support available to school staff and the continuity of instructional quality over time for students. For example, the impact of less than 75% qualified staff in a school within a complex with all other schools fully staffed is far less

than if all schools in the complex had less than 75% qualified staff. Therefore, the Department has added this measure as an internal infrastructure indicator for monitoring.

	6/02	12/02	12/03	3/04
Number of complexes with over 85% qualified special education teachers	26	30	36	37
Percent of complexes with over 85% qualified special education teachers	72%	83%	88%	90%

The number of complexes with greater than 85% qualified staff remained similar during this quarter when compared to last quarter. At the end of this quarter there were 37 complexes with greater than 85% qualified staff. This is over the goal of 85% of the complexes meeting this target. Again, meeting this target shows the positive impact that the OHR practice of targeting qualified staff to vacant positions has on the equitable distribution of qualified special education teachers.

Infrastructure Goal #4: 95% of all Educational Assistant positions will be filled.

Educational Assistants (EAs) provide valuable support to special education teachers and students throughout the school day and in all instructional settings. Since SY 01-02 the EA allocation ratio is 1:1 with the Special Education Teacher allocation. The 100% increase in positions exacerbated a problematic personnel recruitment process, namely recruiting and employing EAs through the Department of Human Resources Development (DHRD). The Department has added this infrastructure goal to monitor the employment rate of EAs.

At the end of December 2003 there are 2,385 EA positions, an increase of 96 positions, in schools, with 2,005 (84%) filled. By March 2004 the overall number of positions decreased to 2,070 with 1,863 (90%) filled. The goal of 95% of EA positions filled was not met, although substantial progress has been made in meeting the target. As can be seen from the table below, the number of established EA positions and the number of filled EA positions have increased since September 2002.

EA Positions*	9/02	1/03	6/03	9/03	12/03	3/04
Established Positions	2,104	2,075	2,043	2,316	2,385	2,070
Filled Positions	1,701	1,709	1,818	2,016	2,005	1,863

* The actual number of EA positions equals or exceeds the number of allocated special education teacher positions because EA positions may be reconfigured in order to maximize support availability during the time students are in class.

The decrease in the number of EA positions is due to an annual audit and deletion of vacant temporary positions. Analysis of the recruitment and retention of paraprofessional educators has shown that meeting this target in the immediate future will be a challenge for the Department. The goal of recruiting and retaining a highly qualified workforce requires the existence of a preservice training infrastructure and adequate compensation schedules; the Department either shares authority or is dependent upon another state agency in each of these

areas. The traditional pool of paraprofessionals does not currently possess the requisite preservice training while those that do are able to find positions with more desirable compensation plans and are unavailable to the Department. The Department has embarked on a training program that will provide newly hired employees with sufficient training to meet the goal of a highly qualified workforce. This is a several year project. To address the immediate needs, OHR has identified those complexes and PROs experiencing difficulties in hiring and is providing targeted assistance.

Infrastructure Goal #5: 75% of the School-Based Behavioral Health professional positions are filled.

HDOE will maintain sufficient SBBH staff to serve students in need of such services

Since December 2000, the Department has maintained that the use of an employee-based approach to provide School Based Behavioral Health (SBBH) services provides greater accessibility and responsiveness to emerging student needs. While it is anticipated that some degree of services will always be purchased through contracts due to uniqueness of student need and unanticipated workload increases, day-to-day procedures presume the availability of staff. Early planning anticipated a two to three year phase to reach the point at which employees would do 80% of the SBBH workload. Performance Goal #13 addresses the relative percent of work done by DOE employees and contracted providers.

The early use of exempt from civil service employees within SBBH dramatically exceeded initial expectations for the recruitment and retention of SBBH employees. Last year the conversion of “exempt” positions to civil service positions caused staff turnovers that challenged program managers to maintain services without disruptions. Special studies by the Department and the Felix Court Monitor were conducted to determine if a significantly lower number of actual employees jeopardized the delivery of services to students as envisioned by the SBBH Program Model. Both studies determined that active monitoring and proactive problem solving by SBBH Program Coordinators provided continuous services to students, even though the SBBH system continued to rely more heavily on contracted services than intended.

There are 299 SBBH Specialist positions and 39 clinical psychologist positions. This Infrastructure Goal is met as 78% of all SBBH Specialist positions are currently filled. Eighty (80%) of all clinical psychologist positions are filled at this time as opposed to 85% in June 2002. In the year since December 2002 there have been an additional 39.5 SBBH Specialists and five (5) clinical psychologists hired. In fact, there are 233 DOE SBBH Specialists providing services to students in schools as opposed to SBBH “Therapists” (223) in June 2002.

The Officer of Human Resources in cooperation with the Department of Human Resource Development is finalizing entry-level positions to increase the potential applicant pool. These positions will require greater on-the-job training and supervision and will acquire the necessary knowledge and skills through training.

Infrastructure Goal #6: 80% of the identified program specialist positions are filled.

This Infrastructure Goal is directly attributable to a previously established Felix Consent Decree benchmark based upon a determination by the Court Monitor that in 2000 the Department did not have sufficient program expertise in several areas. Recruiting and retaining leadership for these key program areas has been an ongoing challenge for the Department. The lack of in state programs providing terminal degrees, coupled with geographic isolation from institutes of higher education and recruitment constraints regarding pay based on experienced earned in other systems, has made it very difficult for the Department to hire program specialists capable of providing important leadership.

Two positions, the ASD Specialist and SBBH Specialist are currently filled with temporarily assigned DOE program staff. The Reading Specialist position has been filled. And, the Individualized Education Program (IEP) Specialist position remains filled. The Department continues to aggressively recruit ASD expertise from the mainland. And the negotiations are underway to fill the SBBH Program Specialist position.

Also, one of the two psychology positions created from the Functional Behavioral Assessment (FBA) Specialist position continues to provide training and SBBH program support. The second position has been filled and the applicant is currently splitting duty between an SBBH Clinical Psychologist position and the training support position. The shared duties between the two positions will end July 1 for this position.

The initial intent in this requirement to infuse programmatic expertise in the Department has only been partially successful. This infrastructure measure is not met. While each hired specialist has brought much needed knowledge and skills to the field, significant administrative duties and the challenge of providing immediate and profound impact on a large school system has tested each program specialist and reduced their overall effectiveness. Furthermore, increased levels of knowledge and skills possessed by Department staff and contractors has changed the type of expertise necessary to continue to foster system growth and improved performance. The system now requires experienced administrators, supervisors, and trainers of discrete intervention skills.

Integrated Information Management System - ISPED

The need for an information management system to provide relevant data for analysis and decision-making is an important component of the infrastructure necessary to sustain high levels of system performance in the area of supports and services to students in need of such services. This information provides the basis for resource allocation, program evaluation, and system improvement.

Meaningful measurement of ISPED will provide specific information regarding the following: 1) ISPED data accuracy, 2) ISPED role in important management decisions, and 3) ISPED use by DOE administrators, CASs and principals.

Infrastructure Goal #7:

- a) 99% of special education and section 504 students are in ISPED,
- b) 95% of IEPs are current, and
- c) 95% of the IEPs are marked complete.

The utility of ISPED as an information management system lies in the ability to provide a wide variety of users information that improves their productivity. Whether the information is unique student specific information used in program development or aggregate information used for planning purposes, accuracy and completeness is necessary. The three components embedded in Infrastructure Goal #7, when achieved and maintained, will give users confidence that accessed information will assist in good decision-making.

At this time 98% of all students eligible for special education and related services are registered in the ISPED system. During the last 15 months the percentage has ranged from 99% to 97%. Fluctuations are due to time lags in registering newly identified or recently enrolled students.

IEP Status	6/02	9/02	12/02	9/03	12/03	3/04
% Current IEPS in ISEP	74%	86%	97%	97%	99%	98%
% IEPS marked "Complete"	62%	64%	67%	88%	94%	91%

ISPED Status and Capacity Development Actions:

Improved ISPED functioning has permitted ISPED administrative activities during this quarter to encompass additional capacity development activities. Improvements expand the archive capacity to make it more responsive and dependable as the volume of data contained within ISPED continues to expand. Additional improvements ensure that Office of Special Education, U.S. Department of Education, data requirements are met. Recently a "refresh" has improved the data entry and retrieval related to visit logs, which are used to provide information regarding the delivery of related services.

Infrastructure Goal #8: ISPED will provide reports to assist in management tasks.

The increased administrative need for timely and accurate information is very evident in the ISPED reports. At this time, there are 87 reports available to teachers and administrative staff. During this quarter many reports were reviewed to ensure that school specific information was easily obtained and understood by a wide variety of new users. Report formats have been revised to ease the transfer of information to the Web Site posting of school specific information.

Infrastructure Goal #9: School, district, and state level administrators will use ISPED.

ISPED provides DOE administrators 87 real time reports designed to assist in measuring system performance at the school, complex, and state levels, as well as provide data for resource allocation. The Department began tracking administrator

“log-ons” to ISPED as broad indicators of both the utility of the reports as well as administrative behavior regarding the use of data in proactive management.

The table below depicts the tremendous increase by Principals, District Education Specialists (DES), and Complex Area Superintendents (CAS).

Table: Administrative “Log-ons” to ISPED

	6/02	12/02	9/03	12/03	3/04
CAS	0	36	6	58	3
DES	3	101	194	259	278
Principals	29	457	746	884	611

There has been a precipitous drop in the number of CASs using ISPED. A further investigation regarding the reason and the possible impact on system performance is currently underway. The continued increase in DES use of ISPED is a possible indicator that responsibility for system performance monitoring has been transferred to district staff. Nonetheless, use of ISPED for administrative purposes continues to expand.

This data suggest that the action plans generated through the Special Education Section designed to improve overall system performance has had an impact on administrative behavior regarding the use of data in decision making and monitoring the impact of system performance activities. The Department expects to see these numbers increase as the school year continues.

Infrastructure Goal #10: The Department will maintain a system of contracts to provide services not provided through employees.

(135) The system must be able to continue to purchase the necessary services to provide for the treatment of children appropriate to the individual needs of the child

During this report period the DOE has maintained 49 contracts with 26 different private agencies to provide SBBH services, including Community-Based Instruction Programs, and ASD on an as needed basis. New contracts took effect during this report period. There are nine (9) types of contracts covering the following services: assessments, behavioral interventions, intensive services, psychiatric services, and five (5) for Community-Based Instruction (CBI) services. Listed below is the number of contracts by type of service.

Type of Service	Number of Contracts
Assessment	10
Behavioral Intervention	11
Intensive Services	12
Psychiatric Services	8
CBI (ages 3-9)	1
CBI (ages 10-12)	2
CBI (ages 13-200)	3
CBI (gender specific)	1
CBI (ASD/SMR)	1

Through the first seven (7) months of SY 03-04 the Department contracted services for ASD students at an average expenditure of approximately \$2.9M per month, \$20,595,420 total. This represents an increasing cost per month. The present rate of expenditure is over 20% higher than the average expenditure during SY 02-03. This is due to an increased number of students with ASD requiring contracted services, 825 compared to 750 in September 2003. This data excludes expenditures from Kauai that are tracked through different contracts.

Contracted SBBH services purchased during the first seven (7) months of SY 03-04 totaled \$3,370,655, averaging approximately \$481,522 per month. This is significantly less than the average of \$1,000,000 per month during SY 02-03, but does represent an increasing cost as well. This number does not include the \$6,518,138 expended for off campus SBBH programs.

Infrastructure Goal #11: Administrative measures will be implemented when expenditures exceed the anticipated quarterly expenditure by 10%.

The broad programmatic categories within EDN150 are Special Education Services, Student Support Services, Educational Assessment and Prescriptive Services, Staff Development, Administrative Services, and Felix Response Plan. EDN150 allocations for all of these groups total slightly more than \$288M dollars for SY 03-04. This represents the same amount of funding available since SY 02-03.

Through March just over \$213,381,764M (74%) was expended. Expenditures increased in line with projections. Twenty-six percent (26%) of the allocation is left to cover the final quarter and address not yet submitted invoices.

Only the Special Education Services expenditures collectively exceeded projected expenditures. An analysis of the spending indicates that this was due to a large expenditure of funds related to ASD services. Budgetary adjustments have been made to address continued increased expenditures in this area.

Key Performance Indicators

The existence of an adequate infrastructure is not an end in and of itself. The true measure of the attainment of EDN150 program goals and objectives are in the timely and effective delivery of services and supports necessary to improve student achievement. While the measurement of student achievement lies within the purview of classroom instruction, key system performance indicators exist that provide clear evidence of the timeliness, accessibility, and appropriateness of supports and services provided through EDN150 and the responsiveness of CSSS to challenges threatening system performance.

(136) The system must be able to monitor itself through a continuous quality management process. The process must detect performance problems at local schools, family guidance centers, and local service provider agencies. Management must demonstrate that it is able to synthesize the information regarding system performance and results achieved for students that are derived from the process and use the findings to make ongoing improvements and, when necessary, hold individuals accountable for poor performance.

(Revised Felix consent Decree, July 1, 2000, page 20)

Performance Goal #1: 90% of all eligibility evaluations will be completed within 60 days.

Good practice and regulation expect timely evaluation to provide the foundation for an effective individualized education or modification program that will assist students achieve content and performance standards. This measure identifies the timeliness with which the system provides this information to program planners.

Since June 2002, the Department has made steady progress in meeting this performance goal. During this quarter 95.6% of the 3420 evaluations were completed within 60 days.

	6/02	12/02	3/03	12/03	3/04
Number of evaluations	1737	1371	1329	1425	1101
% Completed within 60 days	92%	91%	92%	97.5%	95.6%

The number of complexes able to meet the performance goal has also increased over the past 18 months. The Department met this goal in each of the three (3) months this quarter.

	6/02	12/02	3/03	12/03	3/04
Number of complexes over 90%	30	21	23	39	35
Percent of complexes over 90%	75%	52%	58%	97.5%	85%

The Special Education Section, in cooperation with District Education Specialists, developed Action Plans in June 2003 and continues to implement the action plans to address uneven performance in this area. This action plan provides school administrators with tools and training to analyze school data and performance of timely evaluation and plan development for students. It also identifies those schools with persistent underperformance, for targeted technical assistance in analyzing data and

making corrective actions. Twice monthly updates and analysis with school level details are provided to the CAS.

Performance Goal #2: There will be no disruption exceeding 30 days in the delivery of educational and mental health services to students requiring such services.

A service delivery gap is a disruption in excess of 30 days of an SBBH or ASD related service identified in an IEP or MP. A “mismatch” in service delivery (i.e., counseling services expected to be provided by an SBBH Specialist actually delivered by a school counselor) is included in this category as a service delivery gap.

Service delivery gaps occur for a variety of reasons but are due primarily because an individual related service provider (i.e., SBBH contractor) is temporarily unavailable to provide the requisite service as opposed to “wait lists,” which are due to the unavailability of a program of educational services. Last school year there were only a few students for whom a program, CBI, was not available. Increased CBI capacity was developed through new contracts and the issue has been resolved.

	6/02	12/02	3/03	12/03	3/04
Number of service gaps	26	25	82	6	8

With the stabilization of SBBH employees during the second semester of SY 02-03, the number of gaps has decreased. There is an average of less than 10 gaps a month; an improvement over the 14 gaps a month average one year ago. It is also markedly better than the 48 gaps reported in September 2001 or the 82 in March of 2003.

Previously identified likely gap areas of skills trainers, medication monitoring, and ongoing individual/group interventions only sporadically appear. These continue to occur in geographically isolated areas. Work with contractors has helped to alleviate these problems. The development of capacity among DOE staff augments the skills trainers' capacity among contractors and provides flexibility to meet those times of high demand. Additionally, there are regular meetings with District Autism Consulting Teachers and contractors regarding service coordination.

Performance Goal #3: The suspension rate for students with disabilities will be less than 3.3 of the suspension rate for regular education students.

Concern regarding the possibility of disproportionate suspension rates for students with disabilities has existed since at least the 1994 Office of Civil Rights, *Elementary and Secondary Compliance Reports*. Beginning in 2000, the Felix Consent Decree Court Monitor and Plaintiffs' Attorneys expressed concerns relative to the suspension of students with disabilities. The Felix Monitoring Office *Suspension Study*, prepared under the direction of the Court Monitor, reported findings of an in-depth study of the relative suspension rates of regular and special education students. Those findings over a four-year period illustrated a wide range of suspension rates over geographic and school specific characteristics. General trends were that the overall suspension of students was decreasing, but students with disabilities were more likely to be suspended.

Between 2001 and July 2003, the Department reported to the Court Monitor, Plaintiff's Attorneys, and the Court the relative increase risk rate for suspension of special education students. The Court Monitor questioned the applicability of using as a target the 3.3 rate reported in the Government Accounting Office (GAO) report of 2001 based on serious misconduct, and a special study was conducted. These findings from the special study were reported in the July 2003-September 2003 Quarterly Performance Report. Those findings indicated that most schools, especially elementary schools, do not suspend any, or very few, students with disabilities, but that wide variation continued to exist across geography and even within schools with similar characteristics. Department efforts increasingly utilize school specific action plans to address the use of suspension as a response to student misconduct.

The aggregate cumulative suspension rate for all schools in March 2004 is 3.4. It is unchanged from the December rate of 3.4, which is slightly lower than the September rate of 3.65. Comparatively, last year in March the aggregate cumulative suspension rate was 3.2.

As a result of the progression of these efforts to monitor system performance relative to school level responses to student misconduct, this quarterly report will bridge between

previous efforts and reporting mechanisms to a format that is consistent with school specific data posted in the school by school information at the Felix Information website. The school specific suspension data is set forth in the *Stipulation for Step-Down Plan and Termination of the Revised Consent Decree* dated April 15, 2004. This report format calls for school-by-school reporting of the "percentage of suspensions of regular education and special education students per hundred, ..." (page 9). The following table portrays the aggregate cumulative suspension for all schools under this format.

	2001-2002	2002-2003	2003-2004*
Regular Education			
Enrollment	160,494	163,309	158,873
Suspensions	13,358	10,106	3,453
Percent per 100	8.3	6.19	2.17
Special Education			
Enrollment	23,428	24,050	23,860
Suspensions	6,627	4,376	1,690
Percent per 100	28.3	18.2	7.1

* Represents cumulative through March, other years reflect the entire school year.

Comparisons with data from years previous to 2001-2002 is not possible as a database tracking system was instituted in 2001. Also, previous reports were tabulated from paper report generated numbers and are "unduplicated" counts in that it tracked only students suspended rather than the actual number of suspensions. However, the data does indicate that school specific interventions are continuing to lower the rate of suspensions for all students although special education suspensions continue to be more frequent.

Performance Goal #4: 99.9% of students eligible for services through special education or Section 504 will have no documented disagreement regarding the appropriateness of their educational program or placement.

There are two sources of documented disagreements. One is a formal written complaint mechanism. By regulation, formal written complaints must be addressed within 60 days. The second is the Request for an Impartial Hearing. The decision by an Administrative Hearings Officer is to be issued within 45 days of the filing of a request. A special study on the number of complaints and requests for hearings was reported in the previous quarterly report for October 2003-December 2003.

2nd Quarter Results

There were 15 (2 written and 13 telephone) complaints this quarter, down from 30 last quarter and 69 the 1st quarter of this school year.. The Department met this goal during this quarter, as 99.9% of the students receiving services during this quarter had no documented disagreements.

Complaints

The number of formal written complaints regarding the delivery of mandated services and supports to students continues to be extremely low. During the 3rd Quarter of SY03-04, the Department received two (2) written complaints.

Quarter	1 st SY 02-03	3 rd SY 02-03	1 st SY 03-04	3 rd SY 03-04
Number	2	0	5	2

The Special Education Section, Complaints Office, also receives telephone inquiries regarding the delivery of educational services and supports to students with disabilities. These inquiries do not rise to the level of a formal complaint but nonetheless provide additional information regarding the degree to which school and complex staff are effective in communicating with parents regarding the educational needs, characteristics, and subsequent educational program decisions for students. There were 18 such calls during the 1st quarter, 15 such calls during the 2nd quarter, and 13 during this quarter. During the first two quarters of SY 02-03 there were 15 and 13 such calls, respectively. There were 12 telephone complaint calls during the 3rd quarter last school year.

Requests for Impartial Hearings

The number of requests for impartial hearings has been steadily increasing from 1997 to 2002, at which point it stabilized. An analysis of requests for impartial hearings and the outcomes was submitted to Court in June 2003. The Department increased facilitation and mediation resources available to schools as an initial step to assist parent and school in problem solving related to the provision of specialized instruction and related services. While it is too early to gauge the degree of success, preliminary results from this quarter are encouraging.

Month	SY 01-02	SY 02-03	SY 03-04
January	13	13	10
February	19	9	12
March	9	11	17
Total	41	33	39

While the overall number of requests for hearings is somewhat smaller this school year over the previous two years, the early downward trend has not continued this quarter. During this quarter, the Department has increased state level monitoring in the area of special education compliance and hired an Individualized Education Program Specialist to provide a focused analysis of the issues and develop related action and intervention plans.

Performance Goal #5: The rate of students requiring SBBH, ASD, and/or Mental Health Services while on Home/Hospital Instruction will not exceed the rate of students eligible for special education and Section 504 services requiring such services.

During the 3rd and 4th quarters of SY 02-03, there were a total of 24 different special education students receiving Home/Hospital Instruction (H/HI). There were 17 and 14 special education students on H/HI in the 3rd and 4th quarters of SY 02-03, respectively. Two (2) students were on during both quarters

2nd Quarter SY 03-04 H/HI

The number of students receiving Home/Hospital Instruction (H/HI) increased from 91 to 176 during the 2nd quarter of this school year. However, the number of students (176) on H/HI during the 2nd quarter of SY03-04 is well below the 230 in the 2nd quarter of the previous school year. There were 176 students on H/HI during this quarter, 75 were students with disabilities. Of the 75 students with disabilities on H/HI, 15 (20%) required SBBH services. The percentage of students with disabilities in other educational arrangements with either SBBH or Mental Health in their educational plans is 27% statewide.

3rd Quarter SY03-04 H/HI

This goal is met.

Quarter	1 st Qtr SY 02-03	2 nd Qtr SY 02-03	3 rd Qtr SY 02-03	1 st Qtr SY 03-04	2 nd Qtr SY 03-04	3 rd Qtr SY03-04
Total # students on H/HI	173	230	232	91	176	199
# Students with disabilities on H/HI	90	112	125	37	75	80
% Of students with disability on H/HI requiring SBBH or Mental Health	13%	16%	14%	13.5%	20%	13.7%
State % of students with disabilities receiving SBBH or Mental Health	45%	33%	33%	32.5%	27.5%	27.8%

The number of students placed in H/HI due to social or emotional needs decreased this quarter. As can be seen in the table below, the number of students requiring H/HI due to social or emotional needs is less than in the third quarter last year.

Quarter	1 st SY 02-03	2 nd SY 02-03	3 rd SY 02-03	1 st SY 03-04	2 nd SY 03-04	3 rd SY03-04
Number of Students	7	14	17	8	18	11

Performance Goal #6: 100% of complexes will maintain acceptable scoring on internal monitoring reviews.

Integrated Internal Reviews for 22 complexes were held. Acceptable system performance was found in 19 complexes and in 21 complexes student status was acceptable. Please refer to Section II, Internal Monitoring for Third Quarter monitoring results and information.

Performance Goal #7: 100% of the complexes will submit internal monitoring review reports in a timely manner.

There were 17 integrated internal monitoring reviews due during this quarter. Two (2) reports were submitted late. Two reports required further revisions based upon State Level feedback.

Performance Goal #8: State Level feedback will be submitted to complexes following the submittal of internal monitoring review reports in a timely manner.

State Level feedback was required on 19 submitted Complex Integrated Internal Monitoring and Action Plans. All feedback was provided in a timely manner.

Performance Goal # 9: "95% of all special education students will have a reading assessment prior to the revision of their IEP."

The Stanford Diagnostic Reading Test (SDRT) is the reading assessment used prior to the annual revision of the IEP. It is recommended that the assessment be administered within 90 days of the IEP. The SDRT is a group-administered, norm-referenced multiple-choice test that assesses vocabulary, comprehension, and scanning skills. The SDRT is not, nor is it intended to be, an adequate measure for a complete understanding of the student's PLEP. This is because, although diagnostic, the SDRT also falls into the category of summative assessments. A summative assessment is generally a measure of achievement or failure relative to a program or grade level of study.

Students exempted from the SDRT may need alternative (not alternate -- that refers to the state high stakes testing), formative assessments to guide instruction. This might be any combination of teacher observation, a one-on-one reading conference, the Brigance, etc.

The compliance rate is markedly improved over the same (6) months of the last school year, but still falls short of the Department's goal.

Reading Assessment Completion Rates

	Oct	Nov	Dec	Jan	Feb	March
SY 02-03	62%	64%	61%	58%	57%	57%
SY 03-04	84%	86%	84%	84%	85%	85%
Increase	22%	22%	23%	26%	28%	28%

The Special Education Section action plan addresses the completion rate of SDRT administration prior to IEP team meetings. Additional training is targeted to schools to ensure that responsible school staffs are familiar with the SDRT and the use of SDRT data in IEP development. Additionally, the SDRT completion rates are one of the performance goals targeted for state level monitoring and targeted assistance to complex staff engaged in supporting identified schools in need of improvement. New ISPED reports now contain SDRT completion rates available at the state, district, complex, and school level. These reports, when combined with reports identifying IEPs that are scheduled for annual review, monitored by State Special Education staff have led to an increase in the degree of compliance with this important performance measure but further school level attention is required to meet this goal.

Performance Goal# 10: 95% of all special education teachers will be trained in specific reading strategies.

Training of special education teachers was a two-year project. Approximately one half was to be trained in each year. Cohort 1 includes 942 special education teachers. This cohort received training during the SY 2001-2002. Cohort 2 was comprised of 1134 special education teachers trained during the SY 2002-2003 (2nd and 3rd Quarter).

This target has been met and continues to be met as all newly hired special education teachers are currently being trained in the same curriculum as initially used. The initial round of training was completed in October 2003 with the second installment beginning in January 2004. Teachers are taught (a) reading strategies and assessment and (b) the direct link between them and writing effective IEPs containing specific reading strategies and assessments for special education students. Of the 399 new teachers in special education classrooms, 389 (97%) have completed the first phase of training in specific reading strategies. This performance goal is met and training follow up continues.

Performance Goal #11: 90% of all individualized programs for special education students will contain specific reading strategies.

To determine the degree of compliance with this expectation, Reading Resource Teachers in the Special Education Section randomly selected 10 IEPs per complex written during the month. The selected IEPs are reviewed for evidence of the inclusion of specific reading strategies.

Performance in this area dipped during the first quarter but improved during this quarter. It is likely that the combination of summer hires and new teachers contributed to decreased performance and training and corrective actions have been successful. This performance indicator is met.

Reading Strategies in IEPs	Oct	Nov	Dec	Jan	Feb	March
# with reading strategies	456	440	376	359	378	367
% with reading strategies	91%	90%	92%	93%	93%	93%

Performance Goal #12: System performance for students with Autism Spectrum Disorder will not decrease.

The Department uses the Internal Review process as an indicator of system performance related to students with ASD. During the third quarter, January-March 2004, there were 21 case reviews of students with ASD. This sample represents 2% of the IDEA students identified as ASD: 2 (10%) are pre-school students, 14 (66%) are elementary students, 4 (19%) are middle school students, and 1 (5%) are high school students. Twenty-one (100%) were rated as acceptable in both the child status and system performance. Combined with the 21 cases reviewed from October to December 2003 the data show

that districts and schools are providing acceptable services across all indicators to students with ASD and their families during this 2003-2004 school year.

The Department is beginning a pilot project process to increase the number of DOE employees providing autism consultation services and paraprofessional services that are currently being provided by contracted personnel during the school day. The goal of these pilot projects is to improve the quality and consistency of the direct and support services required for students with ASD to benefit from their educational programs in an efficient and cost effective manner.

The state has contracted for a parent training series to be developed. Topic areas such as basic knowledge of autism, current research, current educational best practices, visual supports, and behavior management at home are just a few of the fifteen areas that will be addressed. The development of this series will ensure a comprehensive and consistent message statewide. The districts continue to provide district and school based training for teachers, administrators, related service personnel and parents.

Indicators of Current Child Status	Oct. '02 – March '03	Oct. '03 – Dec. '03	Nov. '03 External Review	Jan. '04- March '04
27. Learning Progress	100	95	100	100
28. Responsible Behavior	100	100	93	100
29. Safety (of the child)	97	100	93	95
30. Stability	95	100	93	90
31. Physical Well-Being	97	100	100	100
32. Stability	100	100	100	95
33. Caregiver Functioning	100	100	100	100
34. Home Community (LRE)	100	100	100	100
35. Satisfaction	97	100	86	95
36. OVERALL CHILD STATUS	100	100	100	100
Indicators of Current System Performance				
Understanding the Situation				
44. Child/Family Participation	97	100	100	95
45. Functioning Service Team	100	100	100	100
46. Focal Concerns Identified	100	100	100	100
47. Functional Assessments	97	100	100	100
48. OVER ALL UNDERSTANDING	100	100	100	100
Planning				
49. Focal Concerns Addressed	97	100	100	100
50. Long Term Guiding view	92	100	93	100
51. Unity of Effort Across Agencies/Team	89	100	100	100
52. Individual Design/Good Fit	100	100	100	100
53. Contingency Plan (Safety/Health)	79	100	91	89
54. OVER ALL PLANNING	97	100	100	100
Implementation				
55. Resource Availability for Implementation	100	95	100	100
56. Timely Implementation	100	95	93	100
57. Adequate Service Intensity	100	95	93	100
58. Coordination of Services	97	100	93	95
59. Caregiver Supports	100	90	93	100
60. Urgent Response	100	100	89	89
61. OVERALL IMPLEMENTATION	100	95	100	100
Results				
62. Focal Situation Change	100	100	93	100
63. Academic Achievement	100	100	100	100
64. Risk Reduction	100	100	93	100
65. Successful Transitions	97	100	87	95
66. Parent Satisfaction	97	100	87	95
67. Problem Solving	100	100	100	100
68. OVERALL RESULTS	100	100	93	100
69. OVERALL PERFORMANCE	100	100	100	100

Performance Goal #13: The SBBH Program performance measures regarding service utilization will be met.

The SBBH Program continues to foster the emotional health and academic growth of ALL students through an array of services and supports that are integrated throughout the levels of CSSS, see Table 1:CSSS Array of Student Supports at the end of this section. Teachers, administrators, counselors, behavioral health specialists, families, psychologists and social workers sustain behavioral supports across the five CSSS levels, as appropriate. Although behavior specialists primarily provide CSSS Levels 4 and 5 services, shared responsibility and collaboration are essential in promoting positive student psychological-social development, addressing barriers to learning, and enhancing the general well-being of students, families, and school staff. Indirect, informal and structured services, as needed, are provided for the majority of students in the school, with emphasis placed on prevention, early intervention and risk reduction. These services include consultation, observation, classroom guidance instruction, functional behavioral assessments/behavior support plans, walk-in counseling, and other assistance to classroom teachers and students.

The flowchart representing the CSSS Array of Supports is currently being revised to more accurately reflect the system of supports in each school. Correspondingly, the flowchart for the Array of Behavioral Health Supports, Table 2 attached at the end of this section, is also undergoing revision and reflects the collaboration among multiple programs and resources within the school. Although additional minor edits may be anticipated, the flowcharts demonstrate the direction and focus of the Department.

In the context of the CSSS system as represented in the above charts, the following table reflects the early intervention services for Non-Felix-class students provided by DOE personnel who also provided the services for Felix-class students.

As illustrated in Table 3 Non-Felix Students Receiving SBBH attached at the end of this section, the same staff providing SBBH services to Felix-Class students also reported statewide provision of nearly 56,000 hours of early intervention SBBH services during the January through March 2004 quarter. Statewide, an average of 15,430 non-Felix-class students per month were provided early intervention services. These services included individual, classroom, and consultation supports. This is in addition to services provided by other counselors who did not serve Felix-Class students.

As seen in Table 4, of the total number of Felix-Class students, an average of 77 percent were IDEA students and an average of 20 percent were 504 students. Last quarter figures reflected an average of 74 percent IDEA and 19 percent 504 students. An average of four percent of students who received formal SBBH services this quarter in comparison to seven percent last quarter had no designation (ND) to indicate whether they were 504 or IDEA.

Per Table 5, in January 2004, a total of 7,446 students received formal SBBH services such as individual counseling, group counseling, family counseling/parent training, medication monitoring, and participation in Community-Based Instruction/Enhanced Learning Centers. This number constitutes an increase of 224 students who received services in December. In February, 7,548 students received SBBH services, reflecting another increase of 102 students. March's total of 7,570 students is a further increase of

22 students receiving formal SBBH services. The average number of students receiving formal SBBH services this quarter (7,521) reflects an overall increase of students receiving CSSS level 4 and 5 services when compared to the last quarter's average of 7,397 students. These figures should be considered along with the number of students who have transferred in or out, met goals, and exited from SBBH services.

Individual counseling continued to be the most frequently used and on-going intervention for 85 percent, or an average of 6,407, of the students per month. Family counseling was an adjunct to individual counseling for 15 percent, or an average of 1,148, of the student/families per month. Group counseling was the method of intervention for 14 percent, or an average of 1,029, of the students each month. An average of 1,009 or 13 percent of students received medication management. Four percent or an average of 297, of the students were reported in this past quarter to have received intensive DOE services. These ratios were consistent with the previous quarter's data.

According to the same Table 5, the number of students in Therapeutic Classrooms, Enhanced Classrooms, and Intensive Learning Centers as well as Community Based Instruction (CBI) appeared to stabilize during this quarter. Last quarter's data reflected the transition to the change in definition of this data field. In prior quarters, only students placed in CBI were counted as receiving the most intensive level of DOE service. However, CBI/TC/ELC and Community Based Instruction are programs with inclusive and intensive services provided throughout the day and are, therefore, collectively the most intensive level of DOE support and service. Consequently, the data collection instrument was changed to also include students in these programs. January through March data indicated an average of 297 students per month received the most intensive level of DOE services this quarter.

As seen in Table 4, of the total number of Felix-Class students, the average of 77 percent were IDEA students and the average of 20 percent were 504 students. Last quarter figures reflected an average of 74 percent IDEA and 19 percent 504 students. An average of four percent of students who received formal SBBH services this quarter in comparison to seven percent last quarter had no designation (ND) to indicate whether they were 504 or IDEA.

As seen in Tables 6 and 7, Department of Education staff provided most interventions with the exception of family services, which were often delivered by contracted providers. DOE staff provided an average of 81 percent of the individual counseling, with Behavior Specialists delivering 64 percent and counselors delivering 25 percent of this service. Contracted providers delivered 19 percent of the individual counseling. DOE staff has been the primary provider of 96 percent of group services. Counselors provided an average of 68 percent while behavior specialists provided an average of 27 percent of such group services. DOE staff provided 32 percent of family counseling services, with the balance provided by contracted providers and DOH.

Tables 8 and 9 provide a delineation of services for 5,513 Felix-Class students receiving SBBH services were reported in January with focus on Attention/Organizational skills for 1,004 students (18 percent), Emotional/Coping skills for 2,121 students (38 percent), Cooperation/Compliance skills for 1,208 students (22 percent), and Social Skills for 1,180 students (21 percent). March data was similar in ratio to January data and consistent with data from the previous quarter, reflecting focus of services in the areas of

Attention/Organizational skills (19 percent), Emotional/Coping skills (38 percent), and Cooperation/Compliance and Social skills (22 percent). These percentages have been consistent for five out of six months, reflecting expected stability. However, in actuality, students' needs and skill development often shifted in areas of focus. This might account for some of the difference in ratios for February or it might reflect a reporting fluke.

Staff also reported student progress (Table 10) for 4,910 students in January, 4,912 in February, and 4,322 students in March. Among the 4,415 and 3,884 students reported in January and March, respectively, 90 percent of these students were reported as maintaining or improving, in contrast to 10% who were reported as regressing. February data reflected similarly with 89 percent of students reported as stable or improving and 11 percent of students reported as experiencing regression. Although these numbers represented an average of 63 percent of the student population who receive SBBH services, they were, nonetheless, positive indicators that the majority of students were maintaining or making progress.

In tracking students new to SBBH and those who exited from SBBH services (Table 11), sub-categories were noted. The data log differentiated between those students who were new to SBBH services (New) from those who were already receiving SBBH services but new to a provider or school (Transferred In). Students who exited from SBBH were categorized by those who had achieved their goals versus those who moved or terminated the service.

Per data presented in Table 11, 724 students were new to SBBH this quarter. This constituted yet another increase of 41 percent since last quarter when there were 511 additional students new to SBBH services. More students entered the program than exited. Additionally, 548 students transferred from one location to another as did 506 students last quarter. 350 students this quarter met their goals and exited from SBBH, while 358 met goals last quarter indicating a measure of program success.

This information is important to consider when looking at statewide totals that may appear to be static. While the statewide totals may appear to be similar from month to month, data reflects much movement of students into, between, and out of the schools. This means that SBBH staff are continually challenged with developing relationships with new students and parents, understanding students' needs, plans and services, as well as, transitioning students into, between, and out of the schools. Data reflects that the system is fluid, not static, as new students are identified as needing services and others exit due to meeting goals.

Performance Goal # 14:

- a) 60% of a sample of students receiving SBBH services will show improvement in functioning on the Teacher Report Form of the Achenbach.*
- b) Student functioning as described on the Achenbach TRF scores on students selected for Internal Reviews will be equivalent to those of a national sample.*

Background

The School-Based Behavioral Health (SBBH) program was implemented in the Department in July of 2001. Since the onset, it has been important to demonstrate that students identified as in need of SBBH services have timely access to those services, and

that those with key roles in identification and provision of such services have the requisite knowledge and skills to insure effectiveness. Another goal is to assure that services are targeted to those students who in fact do need such interventions.

The Achenbach System of Empirically Based Assessment (ASEBA), a clinically based rating scale, is currently being utilized as an objective measure of student status in adaptive and maladaptive functioning and changes over time. The ASEBA is supported by a large research base attesting to its validity and is a straightforward scale easy to complete by professionals having knowledge of the student. It is also used by the CAMHD to measure improvements in child functioning.

a) 60% of a sample of students receiving SBBH services will show improvement in functioning on the Teacher Report Form of the Achenbach.

The Achenbach TRF sample is currently administered in November and May. Accordingly, the November administration was reported in the 2003-04 second quarter sustainability report, dated December 2003.

Looking ahead to the May administration, the sample size is declining to a point where it will not yield results that are acceptable for comparison. The original random sample of 715 students across all districts has, for a variety of reasons, declined to 414. Some of the reasons for loss of students includes graduations, non-attenders, moves to private schools or to the mainland, or other reasons.

The decline in the sample number is significant and planning is now underway to institute changes that will ensure the ongoing ability to aggregate student progress using a standardized instrument.

b) Student functioning as described on the Achenbach TRF scores on students selected for Internal Reviews will be equivalent to those of a national sample.

In order to provide ongoing information regarding the determination of IEP and 504 Modification Team decisions regarding the need for SBBH services, the ASEBA TRF is currently being administered to appropriate students selected as part of the statewide Internal Review Process. During this quarter the TRF was completed on 96 students in this process. Achenbach Internal Review results received thus far in the current school year are displayed on the following page.

When compared to the norm population (expected percentage), the Hawaii internal review group was skewed in the direction of the clinical range (more serious problems). This is expected and consistent with previous findings for the internal review group, given that students are initially selected to receive SBBH services because they are having some type of serious emotional or behavioral difficulty in school. Based on all available evidence, it appears that internal review scores are plausible and within reasonable expectations for the group

	Internal Review Achenbach scores				National Norms	
	Internalizing		Externalizing		Both Internalizing and Externalizing	
	Actual Percent	Actual Number	Actual Percent	Actual Number	Expected Percent	Expected Number
Clinical Range (T of 65 or above)	17.7%	17	22.9%	22	6.7%	6.4
Borderline (T of 55-64)	29.2%	28	38.5%	37	24.2%	23.2
Low (T of 54 or below)	53.1%	51	38.5%	37	69.2%	66.4
Total	100.0%	96	100.0%	96	100.0%	96

Performance Goal #15: System performance for students receiving SBBH services will not decrease.

Significant training of school and complex staff continued in order to maintain the delivery of quality services to students requiring SBBH services. 120 formal training sessions on Functional Behavior Assessment, Building Relationships with Parents, Anger Management, Classroom Management & Effective Teaching of Students w/ Emotional Problems, Non-violent Crisis Intervention, Suicide/Risk Assessment, Cognitive Behavioral Interventions, and more were provided to 2,466 DOE staff during January through March 2004. In every district, multiple role groups attended trainings and completed standardized evaluations of the presentation, content, process, and applicability of the sessions. Quality measures averaged 4.5 on a 5-point scale, indicating high consumer satisfaction and utility.

In addition to the subject-focused group training sessions, staff received ongoing professional supervision. District level School Psychologists, Clinical Psychologists, Program Managers, and some Complex level School Psychologists monitored the application of training into service delivery through supervision, consultation, and one-on-one assistance, as needed. Many also directly worked with students. Please refer to the psychologists' and SBBH supervisors' activity data below:

January-March 2004 Psychologist and SBBH Supervisor Activity Data				
Professional Activities	January Total	February Total	March Total	Quarterly Total
Consultations	1,834.0	1,949.0	2,074.0	5,857.0
FBA/BSPs	163.0	136.0	109.0	408.0
Counseling/parent training	292.0	200.0	218.0	710.0
Assessments	226.0	240.0	268.0	734.0
Observations	32.0	80.0	154.0	266.0
Student meetings (SST/Core, IEP/MP, Peer Review)	635.0	637.0	635.0	1,907.0
Admin meetings (Non student specific)	348.0	404.0	393.0	1,145.0
Court involvements	21.0	9.0	10.0	40.0
Data input (ISPED) sessions	206.0	187.0	202.0	595.0
Supervisory sessions	573.0	608.0	686.0	1,867.0
Providing training	110.0	151.0	95.0	356.0
Receiving training/Researching	107.0	135.0	127.0	369.0
Subtotal	4,547.0	4,736.0	4,971.0	14,254.0
Number of professionals	62.0	62.0	64.0	

In the January-March quarter, 62-64 Psychologists and Supervisors reported that a total of 1,867 supervision and 356 training sessions were provided to staff. In addition, psychologists and program managers delivered 5,857 consultations, 710 counseling sessions, and completed 734 assessments, as well as 408 FBA/BSPs. Non-supervisory level psychologists, behavioral health specialists, counselors, and social workers facilitated an additional 1,201 FBAs across the five levels of CSSS.

Month	# of FBAs
JANUARY	335
FEBRUARY	399
MARCH	467
TOTALS	1201

During this quarter, as part of the SBBH Strategic Plan, Program Coordinators targeted the institution of consistent supervision procedures statewide to better monitor the timely and effective delivery of SBBH services. Supervision had been ongoing in every district, but without an articulated standard for all districts. Despite the lack of an articulated standard, district Program Coordinators found that supervision was being provided similarly in frequency and method. Across the state, behavior specialists received a minimum of two hours of individual supervision in addition to group supervision each month. SBBH District Educational Specialists, school psychologists, clinical psychologists, and SBBH mental health supervisors utilized logs, records, discussion, observation, collateral activities, and random checks to monitor for IEP/MP compliance, appropriate FBAs and behavior support plans, focus of service, utilization of best practices, student progress, caseload management, transition planning, and data entry.

Additionally, instruction, guidance, correction, assistance, and direction were being provided to all staff according to his/her need, level of experience, education, and specific areas of focus.

Case study data through the Internal Review process provided another broad measure of system performance. During the January-March period, utilizing a standard protocol, data was collected on system performance in 22 complexes based on system activities directly related to the student's needs and services. In a sample of 328 students, 136 students were identified to be in need of educational and behavioral health services. Information collected through the Internal Review process provided valuable insight for program evaluation of the statewide system. However, caution must be exercised in drawing conclusions regarding a discrete program component such as SBBH, which does not stand apart from the whole system; it is part of the system. Nevertheless, the data assisted program managers and school staff to track improvement and identify areas of program performance warranting attention as they relate to students with behavioral health needs.

<i>Indicators of current system performance</i>	Percentage Obtaining an Acceptable System Performance			
	SBBH ONLY			TOTAL SAMPLE
	School Year 2002-03	January-March 2004	Change	January-March 2004
<i>Understanding the Situation</i>	88%	93%	5	95%
Child/Family Participation	93%	93%	--	90%
Functioning Service Team	90%	89%	-1	90%
Focal Concerns Identified	84%	89%	5	91%
Functional Assessments	80%	90%	10	94%
<i>Planning Services</i>	83%	87%	4	88%
Focal Concerns Addressed	88%	87%	-1	85%
Long Term Guiding View	75%	83%	8	85%
Unity of Effort Across Agencies/Team	78%	84%	6	93%
Individual Design/Good Fit	89%	90%	1	92%
Contingency Plan (Safety/Health)	77%	93%	16	89%
<i>Implementing Services</i>	89%	91%	2	91%
Resource Availability for Implementation	92%	90%	-2	90%
Timely Implementation	87%	89%	2	88%
Adequate Service Intensity	78%	86%	8	89%
Coordination of Services	85%	89%	4	96%
Caregiver Supports	91%	95%	4	92%
Urgent Response	81%	90%	9	92%
<i>Results</i>	90%	87%	-3	89%
Focal Situation Change	88%	87%	-1	86%
Academic Achievement	86%	79%	-7	91%
Risk Reduction	90%	89%	-1	92%
Successful Transitions	90%	90%	--	92%
Parent Satisfaction	93%	90%	-3	85%
Problem Solving	85%	80%	-5	90%
OVERALL PERFORMANCE	88%	89%	1	91%

The table above provides percentage information based on a sample of 136 students receiving SBBH services. It provides a comparison with the previous sample from School Year 02-03 and the overall sample results. Based on these results, percentages increased in three of the four broad categories of the system performance indicators. Greatest improvements were noted in the areas of contingency planning, functional assessments, urgent response, adequate service intensity, and long-term guiding view when compared to 2002-2003. Current SBBH sample percentages were comparable to the overall current sample, except for three areas, which warrant attention: Unity of effort across agencies, academic achievement, and problem solving. Overall performance was comparable between the 2002-2003 sample.

It was noted that of the 136 SBBH students in the sample, system performance was adequate for 120 students (88.2%), while it was not for 16 students (11.8%). Of those 16 students, one was at the elementary school level, six at the intermediate school level, and nine at the high school level, indicating greater challenge and need for system support at the secondary school level. Training and supervision activities are underway and will continue through the summer to address this need as it is similar to the Court Monitor's External Review conducted last quarter.

Summary

The Department of Education has set high expectations regarding infrastructure and performance goals. Ongoing measurement of performance related to the goals indicate that over the past 18 months the Department has not only maintained infrastructure and performance, but strengthened existing infrastructure and improved performance.

The Department meets or exceeds infrastructure expectations in the following areas:

- Qualified personnel, special education teachers and SBBH professionals,
- Capacity to contract for necessary services not provided through employees,
- Adequate funding to provide a comprehensive system of care for students requiring such services to benefit from educational opportunities, and
- Integrated data management information to adequately inform administrative decisions necessary to provided timely and appropriate services.

Only the attainment of infrastructure goals related to hired EAs and Program Specialists remain elusive. The Department has instituted organizational changes to streamline the hiring of EA positions while working to address interagency links that encumber the process as it, the Department, continues to address fundamental constraints of a limited and under compensated labor pool previously mentioned. Similarly, the Department continues to recruit qualified applicants for the Program Specialist positions while tracking system performance in the area and the quality of support and products available to assist schools.

Performance Measures reveal improvement in all areas. The following Performance Measures were met or exceeded:

- Timely evaluation and program plan development
- Service delivery gaps
- ISPED utilization
- ISPED reports for management
- Availability of contracts to provide services
- Administrative action to assure adequate funding
- Use of Home/Hospital Instruction
- Training in reading strategies
- Quality of services to students with ASD
- Quality and availability of SBBH services
- Internal Monitoring Activities
- Reading Strategies in IEPs

While performance is high and improving in these areas, the Department performance goal in the following area is not met: Reading Assessments.

Overall, in this reporting period the Department has continued to sustain a level of infrastructure and system performance consistent with or better than a year ago and even last quarter. Corrective actions directed at state, complex, and school level, based on data and analysis are leading to improvements not just at the complex level but within specifically identified schools. The data in this section provides further evidence of the commitment within the Department at all levels to maintain and improve the delivery of educational and behavioral/mental health services to students in need of those services beyond that required by federal statute and court orders.

The Department expects that ongoing system performance assessments, subsequent training, and the posting of school by school performance indicators will not only maintain this level of performance but will improve system performance to high levels in all schools.

Table #1; CSSS Array of Student Supports

Levels of Support	Level 1: Basic support for all students	Level 2: Informal additional support through collaboration	Level 3: Individualized school- and community-sponsored programs	Level 4: Specialized services from DOE and/or agencies	Level 5: Intensive and multiple agency services
Basic Component	<ul style="list-style-type: none"> Relations between <ul style="list-style-type: none"> • Student and peers • Student and teacher • Teacher and teachers • Teacher and family Classroom supports 	<ul style="list-style-type: none"> • Teachers • School-level support personnel • Students • Families • Agencies 	<ul style="list-style-type: none"> • Programs beyond regular classroom considered at Student Support Tea Meetings • Request, decisions, plans are documented 	<ul style="list-style-type: none"> • Section 504, IDEA, and other compliance issues addressed • Care Coordinator identified • Service Plan is developed 	<ul style="list-style-type: none"> • Coordinated Service Plans • Multi-agency Student Support Teams • Possible off-campus placement
Examples	<ul style="list-style-type: none"> • Homeroom • Advisor-Advisee • Parent/Teacher Conference • Middle School Team • School-wide Title I • Career Pathways • Family Support/Parent Involvers • Coordinated School Health 	<ul style="list-style-type: none"> • “Walk-in” School Counseling • Health Aide Services • Peer Mediation • Services for homeless students 	<ul style="list-style-type: none"> • PSAP* • ESLL** • SMP*** • Targeted Title I • Gifted and Talented • Pregnant/Parenting Teens • Counseling services • Home-Hospital Instruction • Public Health Nursing services • School family assistance 	<ul style="list-style-type: none"> • Special Education • Section 504 • Related Services • ALC **** • DOH/Intensive Services • DOH/SEBD (Severe Emotional Behavioral Disturbance) services • Parent education and counseling 	<ul style="list-style-type: none"> ▪ Related Services ▪ School- or community-based intensive programs ▪ DOH/Intensive Services (may be coordinated with or within other intensive programs) ▪ Residential programs • Parent education and counseling

Transitions

Academic/Behavior Supports

Core Team Involvement

Student Support Team Involvement

- * Primary School Adjustment Project
- ** English for Second Language Learners
- *** Special Motivation Program
- **** Alternative Learning Center

Table #2: Array of Behavioral Health Supports

	Level 1	Level 2	Level 3	Level 4	Level 5
Levels of Support	Basic support for all students	Informal additional support through collaboration	Individualized school and community sponsored programs	Specialized services from DOE and/or contracted agencies	Intensive and multiple agency services
Function	Prevention	Risk Reduction	Early Intervention	Intervention	Intervention
Target Population	All students	Students exhibiting at-risk behaviors	Students with mild or situational difficulties; e.g., divorce, death in family	Students with moderate behavioral health problems; e.g., hyperactivity	Students with more severe and/or complex behavioral health problems
Identification Process	Attention to the developmental needs of all students	Recognition of at-risk influences on individual or groups of students, functional behavior assessment (FBA) process	Review by school personnel of child's current functioning via RFA/FBA process	FBA process; 504 or IDEA eligibility; RFE/IEP/MP team	FBA and Emotional/Behavioral Assessment with diagnosis of disorder; 504 or IDEA eligibility
Focus	Building relationships, strengthening resiliency	Building relationships, strengthening resiliency	Improving students' functioning	Developing effective coping skills/strategies to address barriers	Reducing intensity and severity of problematic behaviors; intensive skill building
Possible Services and Supports	Campus and Classroom; e.g., social skills curriculum, character education, school-wide discipline program	Walk in counseling, Behavior Support Plan (BSP), transition planning, guidance/curriculum programming, teacher/parent consultation, plus Level 1 supports	BSP, periodic/short-term counseling sessions, PSAP, teacher/parent consultation, plus Level 1 and 2 supports	BSP, Individualized modifications and interventions, ALC, teacher/parent consultation, parent education/counseling, plus Levels 1, 2, and 3 supports	BSP; Specialized programming; e.g., Therapeutic Classrooms, Enhanced Learning Centers, CBI, residential placement, teacher/parent consultation, parent education/counseling
Staff Involved	<div> <div>←</div> <div>ALL</div> <div>SCHOOL</div> <div>STAFF</div> <div>→</div> </div> <div>School or Community-based Intensive Programs, DOH services, with school staff assistance during transitions</div>				
*Peer Review / QA	<div>← ASSESS EFFECTIVENESS OF SERVICES →</div>				

Transition Supports

Positive Behavior Supports

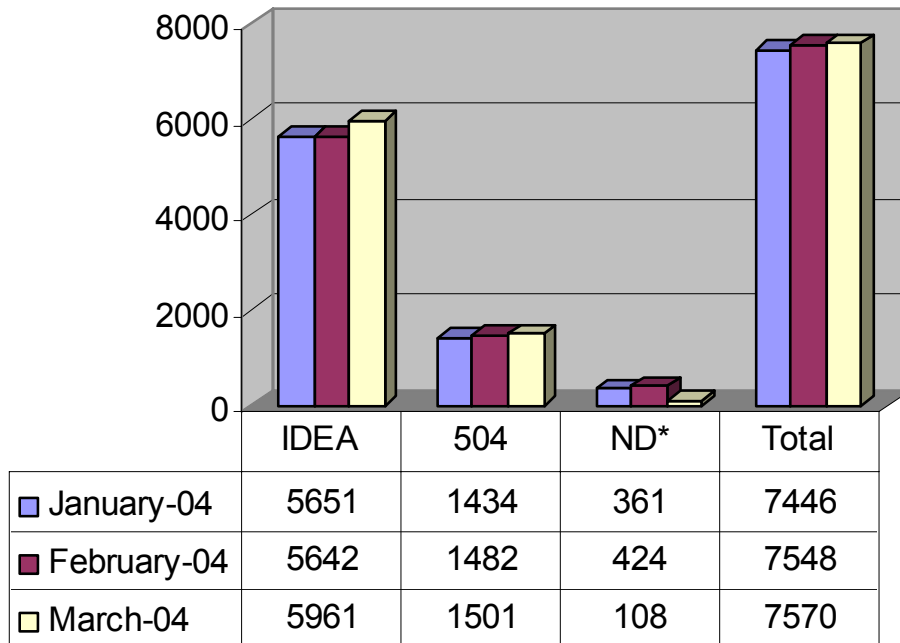
* Schools may call this function by different names but the purpose is to assess effectiveness of service delivery, etc.

Table #3: Non-Felix Students served

Month	# of Non-Felix Served	# of Non-Felix Hours
JANUARY	14747	16359
FEBRUARY	15117	12514
MARCH	16425	27098

Table #4: Number of Felix Class Students receiving SBBH Services

Felix Class Students Receiving SBBH Services



***no designation**

Table#5: Types of Services received by Students.

SBBH Students/Services January-March 2004						
MONTH	Total # of SBBH Students	Individual Counseling	Group Counseling	Family Counseling	Medication Management	CBI/TC ELC*
January	7446	6286	1021	1148	840	305
		84%	14%	15%	11%	4%
February	7548	6440	1037	1151	1093	302
		85%	14%	15%	14%	4%
March	7570	6496	1030	1144	1095	283
		86%	14%	15%	14%	4%
Average	7521	6407	1029	1148	1009	297
		85%	14%	15%	13%	4%

*Community Based Instruction/Therapeutic Classroom/Enhanced Learning Center etc.

Table #6: Comparison of SBBH Providers

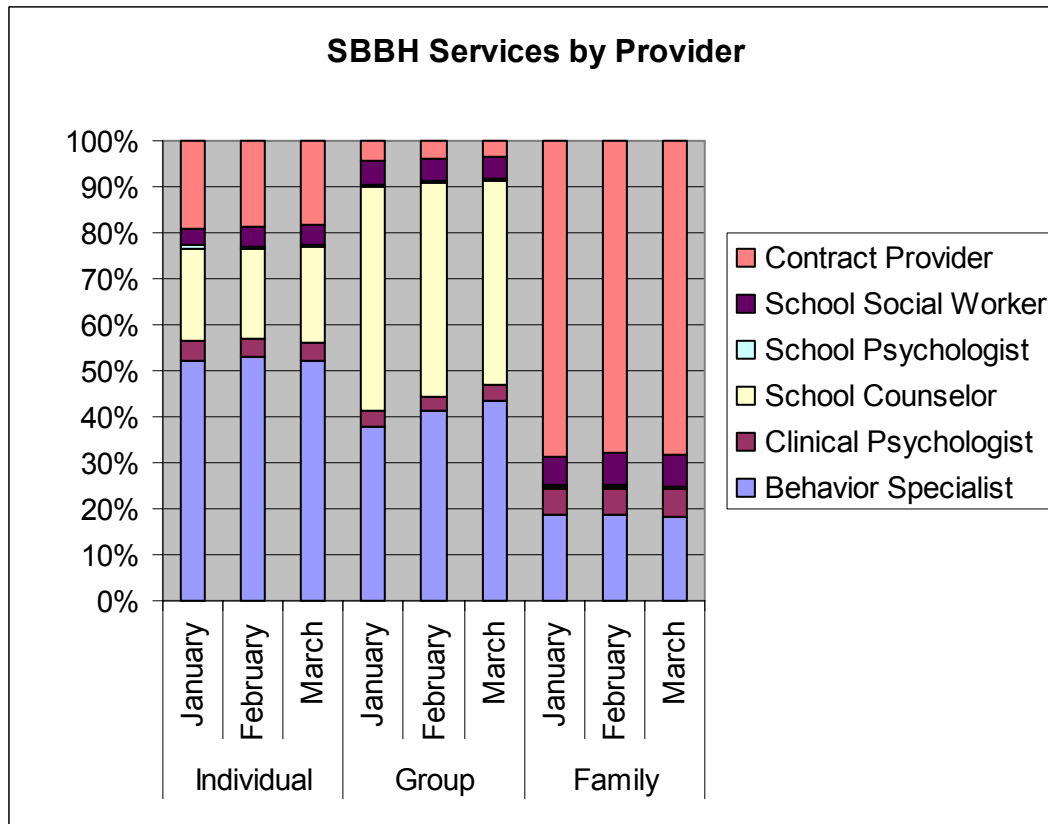


Table #7: SBBH SERVICES by PROVIDER

	Individual			Group			Family		
TITLE	January	February	March	January	February	March	January	February	March
Behavior Specialist	3282	3407	3382	386	430	448	216	215	207
Clinical Psychologist	277	255	269	36	32	35	64	66	71
School Counselor	1257	1257	1336	498	481	459	6	6	6
School Psychologist	38	41	33	4	4	4	2	2	2
School Social Worker	228	273	280	54	51	47	73	80	78
DOE Total	80.8%	81.3%	81.6%	95.8%	96.2%	96.4%	31.4%	32.1%	31.8%
Contract Provider	1204	1207	1196	43	39	37	787	782	780
Contract Provider Total	19.2%	18.7%	18.4%	4.2%	3.8%	3.6%	68.6%	67.9%	68.2%

Table #8: Focus of Services

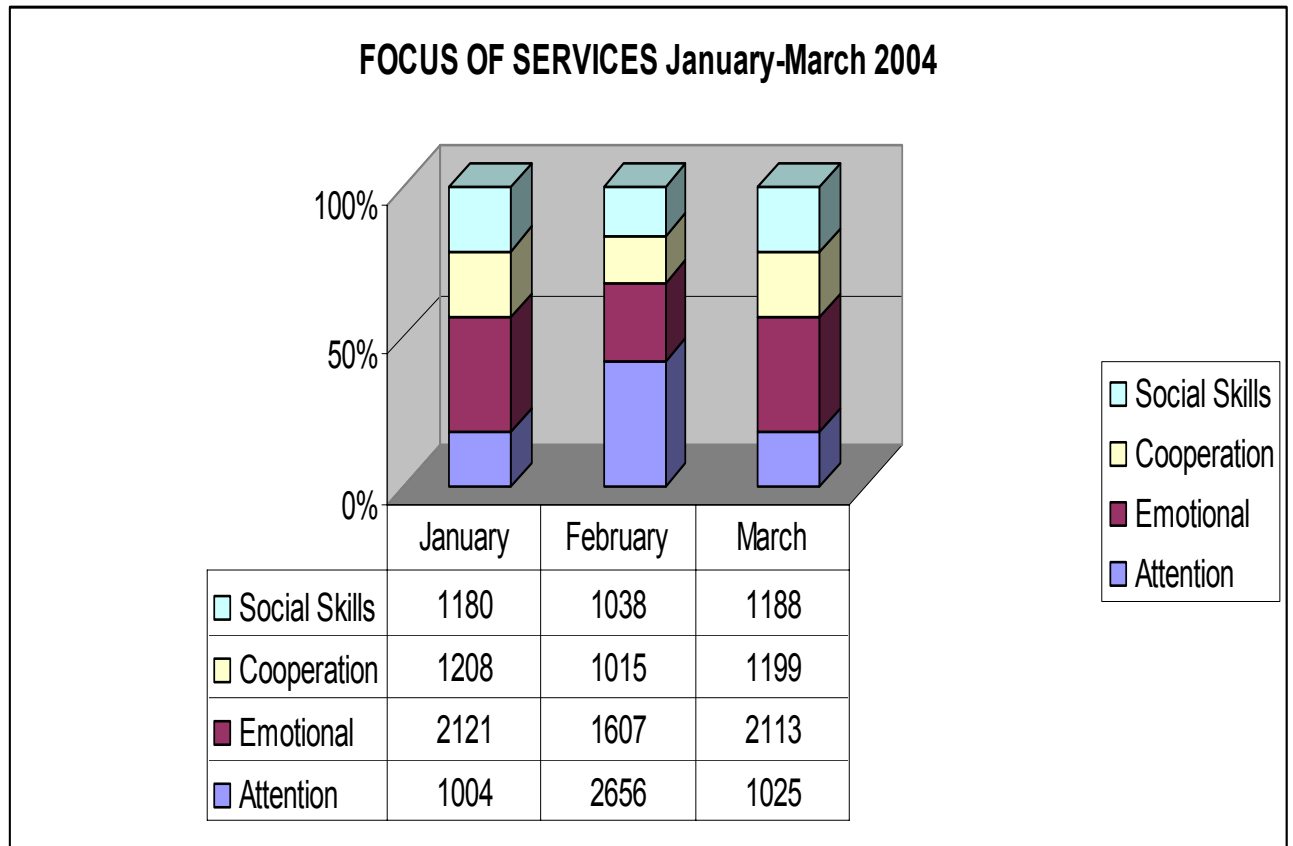


Table #9: Focus of Services by number and percent

Focus of Services								
MONTH	Attention		Emotional		Cooperation		Social Skills	
January	1004	18%	2121	38%	1208	22%	1180	21%
February	2656	42%	1607	25%	1015	16%	1038	16%
March	1025	19%	2113	38%	1199	22%	1188	22%

Table #10: Reported Student Progress

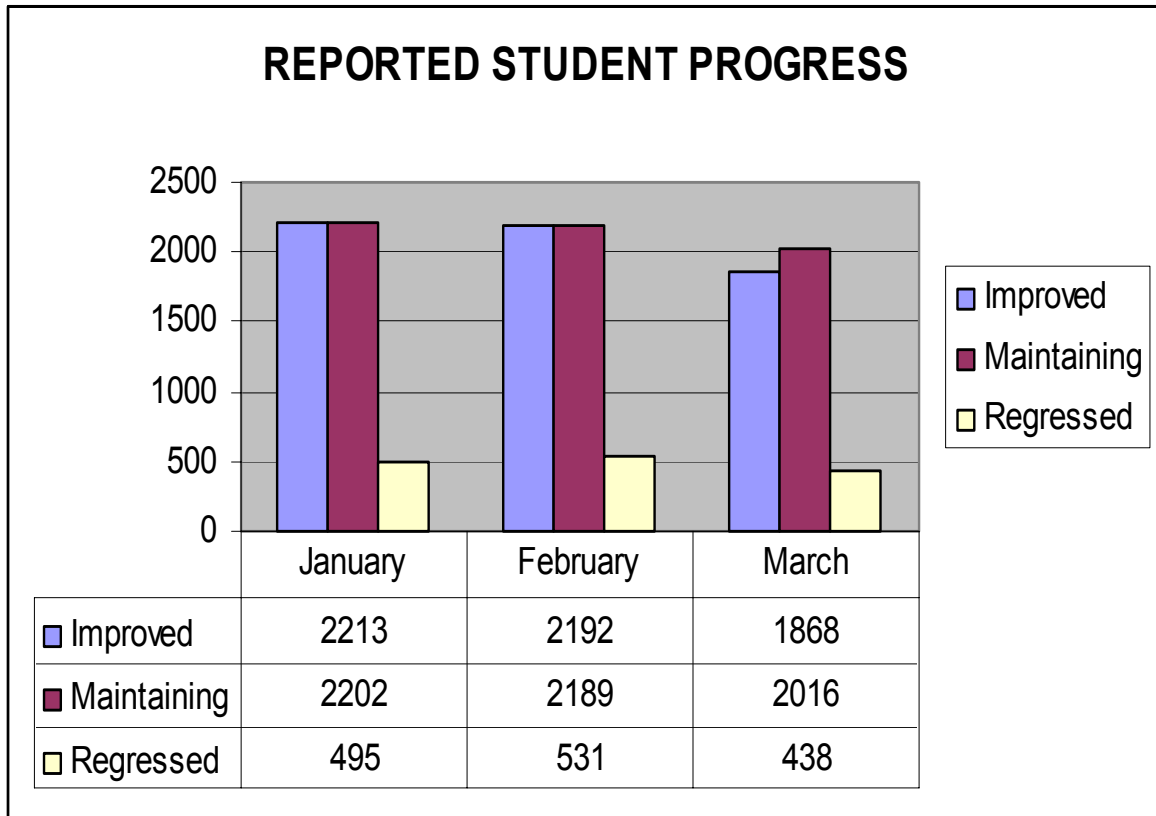


Table #11: New and Exiting SBBH students

Students Entering and Exiting SBBH Services					
MONTH	Entering		Exit		
	New	Transferred in	Met Goals	Moved, etc.	Parent Declined
4-Jan	235	208	118	240	53
4-Feb	248	171	119	231	54
4-Mar	241	169	113	196	46
subtotal	724	548	350	667	153
QTR Total	1272		1170		